

DAY 1

Word Study

NOTE: NAD Standards are followed by the corresponding Marzano Priority Standard when it is available.

Vocabulary

| | |
|-------------------|---|
| OBJECTIVE: | Define words by category: attributes (LA.K-2.L.4) |
| ACTIVITY: | Introduce Anchor Text Vocabulary |

Anchor Text Vocabulary Words:

| | |
|--------------------|---|
| 1. brave | having or showing courage |
| 2. peaceful | not involving violence or force; tranquil |
| 3. strong | having moral or mental power |
| 4. sure | not to be doubted; certain |

Teach according to DLG, *The Warrior Maiden*, p. 68

Differentiated Kindergarten Activity:

- Use *Kindergarten Vocabulary Word Cards* printable (Appendix A) for Kindergarten review.

Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

DAY 1

Reading Workshop Whole-Group

Shared Read Aloud

| | |
|-------------------|---|
| OBJECTIVE: | Provide descriptions with key ideas (LA.K-2.SL.4) |
| ACTIVITY: | Describe a Character: Model |

Teach according to DLG, *The Warrior Maiden*, pp. 71-72.

Differentiated Kindergarten Activity:

- Choose one of the biography texts to use for the model description (toward the end of the lesson).
- Students will discuss the main character and work together to gather the necessary information to create a character model.

Comprehension Mini-lesson

| | |
|-------------------|---|
| OBJECTIVE: | Identify words or phrases in poems that suggest feelings or appeal to the senses (LA.K-2.R.4) |
| ACTIVITY: | Poem Analysis - Part 1 |

Teach according to DLG, *The Warrior Maiden*, pp. 71-72.

Teach/Model

Guided Practice

Independent Practice

Differentiate for Kindergarten:

- Give each student a copy of the *Rhyme Time* printable (Appendix A).
- Students will match each rhyming word and color each picture.

DAY 1

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

| | |
|-------------------|---|
| OBJECTIVE: | Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4) |
|-------------------|---|

Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

| | |
|-------------------|---|
| OBJECTIVE: | Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14) |
|-------------------|---|

DAY 1

Writing Workshop

Writing Mini-Lesson

| | |
|-------------------|---------------------------------------|
| OBJECTIVE: | Write opinion sentences (LA. K-2.W.1) |
| ACTIVITY: | Fact versus Opinion |

Teach/Model/Practice

NOTE: Many of the Writing Workshop lessons in the Bridge have been written to be used across the grades. When a lesson appears in this document, it will be noted if it should be

used alone or in collaboration with the lesson that is in the Grade 1 Pathways 2.0 Writing Workshop. Page number(s) from the Pathways 2.0 book will be included for your reference.

- Teach according to the DLG, The Warrior Maiden, p.74.
- Follow the Teach/Model, Guided Practice, & Independent Practice.
- Make time for students to share from their notebooks.
- Circulate and Conference with students.

Note: It’s important that students are honored for their writing. If the students don’t follow closely to write an opinion first, then facts, there’s no need to make them rewrite to meet that criteria. During conferencing, work with students where they are and help them to achieve their goals whether on this piece or after several pieces over their young years.

- Send students to write an opinion piece according to the directions in the Independent Writing

Differentiate for Kindergarten: It would be helpful for Kindergarten students to use a graphic organizer for their opinion writing for this lesson, or another time: The topic , the opinion, three facts to support that opinion, and an opinion to close (Appendix B).

Ex: Topic: My mom

Opinion: My mom is the best mom in the world!

Fact: She drives me to school every day.

Fact: Mom helps me to do my homework.

Fact: Sometimes, I cook with my mom.

Opinion: Mom is the best!

DAY 2 Word Study

Vocabulary

| | |
|-------------------|---|
| OBJECTIVE: | Define words by category: attributes (LA.K-2.L.4) |
| ACTIVITY: | Words in Context |

Anchor Text Vocabulary Words:

| | |
|--------------------|---|
| 1. brave | having or showing courage |
| 2. peaceful | not involving violence or force; tranquil |

| | |
|-----------|------------------------------|
| 3. strong | having moral or mental power |
| 4. sure | not to be doubted; certain |

Teach according to DLG, *The Warrior Maiden*, pp. 75.

Differentiated Kindergarten Activity:

- Walk the students through the anchor text *The Warrior Maiden* and highlight how each vocabulary is being used to describe the Huh-ay-ay and her people:
- peaceful -p. 10
- brave -p. 11
- strong -p. 11
- sure -p. 32

Note: Some words will be repeated all throughout the text

Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

DAY 2

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

DAY 2

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

| | |
|-------------------|---|
| OBJECTIVE: | Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4) |
|-------------------|---|

Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

| | |
|-------------------|---|
| OBJECTIVE: | Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14) |
|-------------------|---|

DAY 2

Writing Workshop

Grammar Mini-Lesson

| | |
|-------------------|--------------------------------|
| OBJECTIVE: | Capitalize Titles (LA.K-2.L.2) |
| ACTIVITY: | Capitalize Titles |

Teach/ModelPractice

- Teach according to the DLG, *The Warrior Maid*, pp. 78-79.
- Follow the Note at the top of the DLG on page 78.
- Go through the Teach/Model on page 78 and Guided Practice on page 79 .
- Send students to write in their journal.
- Students who are still working on their topic from Day 1 should continue to write the facts and opinion about the topic they chose.
- Students might add another fact and opinion to that same topic or the teacher can use the Independent Writing direction on page 74 and top of 75 to have students choose another topic and write an opinion and fact about that topic in their journal.

- Circulate and conference with students.

DAY 3

Word Study

Vocabulary

| | |
|-------------------|---|
| OBJECTIVE: | Define words by category: attributes (LA.K-2.L.4) |
| ACTIVITY: | Introduce Academic Vocabulary |

Academic Text Vocabulary Words:

| | |
|-------------------|-------------------------------------|
| 1. double | twice as many |
| 2. fantasy | imagined, unreal |
| 3. opinion | belief based on experience or facts |
| 4. reality | real |

Teach according to DLG, *The Warrior Maiden*, p. 80.

Phonological Awareness/ Phonics/Spelling

See instructions for this section on Week 1 Day 1.

DAY 3

Reading Workshop Whole-Group

Shared Read Aloud

| | |
|-------------------|---|
| OBJECTIVE: | Provide descriptions with key ideas (LA.K-2.SL.4) |
| ACTIVITY: | My Character/Describe a Character: Practice |

Teach according to DLG, *The Warrior Maiden*, p. 82.

Differentiated Kindergarten Activity:

- Give each student the *My Character* printable (Appendix B).
- Students will draw their character.
- Students will focus only on writing a name and age for their character.
- They should include details in their illustrations that tell us the gender, size, character traits (facial expression, actions).

Comprehension Mini-Lesson

| | |
|-------------------|--|
| OBJECTIVE: | Identify words and phrases that suggest feelings or appeal to the senses (LA.K-2.RL.4) |
| ACTIVITY: | Poem Analysis - Part 2 |

Teach according to DLG, *The Warrior Maiden*, pp. 82-83.

Teach/Model

Guided Practice

Independent Practice

DAY 3

Reading Workshop

Small-Group

Guided Reading - Differentiate According to Standards

| | |
|-------------------|---|
| OBJECTIVE: | Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4) |
|-------------------|---|

Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

| | |
|-------------------|---|
| OBJECTIVE: | Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14) |
|-------------------|---|

DAY 3

Writing Workshop

Writing Mini-Lesson

| | |
|-------------------|---------------------------------------|
| OBJECTIVE: | Write opinion sentences (LA. K-2.W.1) |
| ACTIVITY: | Drafting an Opinion |

Teach/Model/Practice

- Teach according to the DLG, *The Warrior Maiden*, p.84.
- Follow the Teach/Model of the DLG on page 84.
- From the activity of the Teach/Model there should be an anchor chart about the option about the favorite season.
- Write it with the beginning and add the reasons for fall for being a favorite, and add an ending to the piece.
- For Guided Practice, use a chart paper to generate a list of animals, seasons, and holidays.

- Discuss with students and direct them to choose an animal, a season, or a holiday from the list for their writing.
- Send students to write in their journal.
- Circulate and conference with students.

Differentiate for Kindergarten Students: As students go to write about their favorite season, animal, or holiday, they may choose their topic and use the word ‘because’ to share a fact and opinion about their topic.

Differentiate for 2nd graders or any advanced writers: This is a great occasion to have the students write a 5-finger piece using transition words. For example: After sending the Kindergarten students to write in their journal, you might hold the other writers and share this frame on a chart with them. Point the different parts of the writing as you read it to them.
Thanksgiving is my favorite holiday.

First, at Thanksgiving, I see all my family. Sometimes I go to their house and other times, they come to my house. I’m always happy to see my grandma and grandpa, my aunts and uncles, my cousins, and other relatives. My family is so much fun!

Next, I love Thanksgiving food. My mom is the best cook in the world! I love the stuffing and the gravy the best.

Last, at Thanksgiving, I don’t have to go to school. I get to spend more time with my mom, dad, and my brothers. I love school, but I love the time I spend with my family at Thanksgiving time. I love Thanksgiving. It is the best holiday of the year!

DAY 4

Word Study

Vocabulary

| | |
|-------------------|---|
| OBJECTIVE: | Define words by category: attributes (LA.K-2.L.4) |
| ACTIVITY: | Real or Fantasy Sort/Dictionary Author |

Academic Text Vocabulary Words:

| | |
|---|---|
| <ol style="list-style-type: none"> 1. double 2. fantasy 3. opinion 4. reality | <p>being twice as great or as many</p> <p>something imagined; unreal</p> <p>a belief based on experience or certain facts</p> <p>the quality or state of being real</p> |
|---|---|

Teach according to DLG, *The Warrior Maiden*, pp. 85 to 1st and 2nd grade.

Differentiated Kindergarten Activity:

Note: Kindergarten students will not need copies of the Academic vocabulary. Lead them into a discussion on the following concepts:

- Discuss the meanings of *reality* and *fantasy* with the students.
- Give examples of what is real and what is make believe or not real
- Small children usually struggle with understanding the difference between these two words and concepts. Focus on the fact that everything they see on television is not always real. Bring in the topic of creation and how God made everything real.
- Real is what can happen in real life; Fantasy is what cannot happen in real life.
- Give each student the *Real or Fantasy Sort* printable (Appendix A). Review the pictures with the students and help them form an opinion about whether the picture is real or fantasy. Formatively assess whether students are understanding the difference between these two concepts.
- Students will sort pictures into two categories using what they learned about real and fantasy.

Phonological Awareness/Phonics/Spelling

- See instructions for this section on Week 1 Day 1.

DAY 4

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

DAY 4

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

| | |
|-------------------|---|
| OBJECTIVE: | Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4) |
|-------------------|---|

Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

| | |
|-------------------|--|
| OBJECTIVE: | Demonstrate understanding of the basic features of print (LA.K.RF.1) Read informational texts on topics of interest (LA.1.R1.14/LA.2.R1.14) |
|-------------------|--|

DAY 4

Writing Workshop

Grammar Mini-Lesson

| | |
|-------------------|--------------------------------|
| OBJECTIVE: | Capitalize titles (LA.K-2.L.2) |
| ACTIVITY: | Capitalize Titles - Part 2 |

Teach/Model/Practice

- Teach according to the DLG, *The Warrior Maiden*, p. 88.
- Go through the Teach/Model.
- Do the Guided Practice with students.
- Send students to write their opinion piece.
- They should write, edit, and revise the piece today and tomorrow.
- Students can choose to revise and edit the writing from Day 1 or Day 3.

- As you conference with students, give the ones who are ready to start their final draft, the appropriate sheet of paper.
- Circulate and conference with students and give them feedback for revising or editing. As you conference, leave just one feedback for students to follow through. For example, write the correct spelling of a word on a Post-It and leave it for the student to write correctly. Do not write on the students' papers.

Note: The worksheet *Is it Capitalized?* (Appendix B, 1st grade) may be used in Centers.

DAY 5

Word Study

Vocabulary

| | |
|-------------------|---|
| OBJECTIVE: | Define words by category: attributes (LA.K-2.L.4) |
| ACTIVITY: | Weekly Vocabulary Assessment |

Anchor Text Vocabulary Words:

| | |
|--------------------|---|
| 1. brave | having or showing courage |
| 2. peaceful | not involving violence or force; tranquil |
| 3. strong | having moral or mental power |
| 4. sure | not to be doubted; certain |

Teach according to DLG, *The Warrior Maiden*, p. 89

Differentiated Kindergarten Activity:

- Distribute *Kindergarten Vocabulary Assessment* printable (Appendix A) to each student
- Dictate the words from the *Vocabulary Assessment*
- Students should circle the corresponding picture to match the vocabulary word.

Phonological Awareness/Phonics/Spelling

- See instructions for this section on Week 1 Day 1.

DAY 5

Shared Read Aloud

| | |
|-------------------|---|
| OBJECTIVE: | Provide descriptions with key ideas (LA.K-2.SL.4) |
| ACTIVITY: | Describe a Character: Presentations |

Teach according to DLG, *The Warrior Maiden*, p. 90 to 1st and 2nd grade.

Differentiated Kindergarten Activity:

- Choose a center activity.

Comprehension Mini-Lesson

| | |
|-------------------|--|
| OBJECTIVE: | Identify words and phrases that suggest feelings or appeal to the senses (LA.K-2.RL.4) |
| ACTIVITY: | Poem Analysis - Part 3 |

Teach according to DLG, *The Warrior Maiden*, pp. 90-91.

Teach/Model

Guided Practice

Independent Practice

DAY 5

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

| | |
|-------------------|---|
| OBJECTIVE: | Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4) |
|-------------------|---|

Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.

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Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

Independent Reading/Literacy Centers

| | |
|-------------------|---|
| OBJECTIVE: | Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14) |
|-------------------|---|

DAY 5

Writing Workshop

Author’s Chair and Wrap-up

| | |
|-------------------|-----------------------|
| OBJECTIVE: | Publishing an opinion |
| ACTIVITY: | Publishing an opinion |

Sharing Writing

Use this time for students to complete the final draft of their opinion piece. Publish according to your process.